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Discussion about the Pros and Cons and Recommendations for Multimedia Teaching in Local Vocational Schools

Wenhui Dai^a, Ling Fan^b

^a*Suzhou Institute of Trade & Trade, Department of Information, Jiangsu, Suzhou 215009 China, Whdai@szjm.edu.cn*

^b*Office of Academic Affairs, Suzhou Vocational University, Jiangsu, Suzhou 215104, China
fl@jssvc.edu.cn*

Abstract

Globalization is an inevitable developing trend of multimedia network teaching. In our contemporary society, the world has connected by internet; it is incredible that people can not use the boundless information through campus network, multimedia classroom or single multimedia computer with out connecting the WAN. The new internet based teaching method breaking the constrains of the limited resources, distance and size of the LAN, bringing multimedia network teaching method to the world. “Open University”, “Virtual Schools”, “Global Classroom” and a number of new teaching systems merged rapidly.

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1. Introduction

In recent years, science and technology has widely used in teaching with its fast developing pace and computer multimedia technology is just a prosperous modern teaching method under this situation.

Multimedia technology is a technology using computer to deal with the information of texts, graphics, images, sounds, animations and videos to establish logic relations and interaction between human and computer.

Multimedia teaching refers to the teaching process of choosing proper methods and using modern teaching medias according to teaching objects and characteristics of students through instruction design, and combined with traditional teaching methods With variety of media information to form a rational structure of teaching process, fine teaching results can be achieved. Through this multimedia teaching methods, texts, graphics, animations, databases, audios and other media signals merged into one object

with a series of flexible interaction between human and computer according to the request of the user, and the interface is vivid and friendly with a very convenient skip ability. However, this advanced teaching method will not act out its proper performance with proper use. This paper carries out a discussion about the pros and cons and improvement measures of this teaching method

2. Advantages of Multimedia Teaching

Compared with traditional teaching method, here are the advantages of multimedia teaching methods:

- Traditional teaching model has lasted for thousands of years without much new changes, the emergence of multimedia leads the instructors to research and develop new teaching device to improve teaching method and quality of teaching so as to free teachers from traditional blackboard, teachers no longer have to stand in the platform shouting the dull lectures with student sit there without any passion. This teaching method improves the intuition of teaching and inspires the learning enthusiasm of students.
- Multimedia teaching method creates a rich, relax learning environment for students. It brings out the echoism of the content, the diversified expression to stimulate sensory of students in many ways and carry out the situational teaching method, thus creating a pleasant, vivid atmosphere for students to study. In this way, students fatigue and tension after class can be eliminate to some extend, so that the intellectual and non-intellectual factors of students can interact to promote common development and students can learn independently and actively in a good condition then better teaching results can be obtained.
- Multimedia teaching increase teaching time of the teachers in the class improve the quality of content and enhance the understanding and knowledge of the content of students. This is also a challenge for teachers at the same time, because it costs much more time and efforts of the teachers in lesson planning and courseware preparing than traditional teaching method and improve the quality of both the teachers and their teaching.
- Multimedia teaching enlarges the scope and areas of teaching. Traditional teaching model focus on face-to-face live lecture of teachers and students or small class lecture, if there is an intensive class the effectiveness of teaching can not be guaranteed. While multimedia teaching can be used for large area, large scale and remote teaching, this can relieve the burden of heavily classes and courses for teachers, hence improve the teaching efficiency.
- Multimedia teaching is conducive to the implementation of bidirectional teaching and improving teaching efficiency. In traditional teaching, it is difficult for teachers to communicate with every student, while multimedia teaching can take full advantages of the interactional function of the computer to put bidirectional teaching into practice. With the timely and high quality feedback of the computer through the communication between human and computer, the learning situation of each student can be revealed. As for the knowledge, multimedia teaching can be make the abstract knowledge into concrete, complex to simple and difficult to easy. Computers reveal essence of some unexplainable problems and then enhance the teaching efficiency.

3. Disadvantages of Multimedia Teaching

3.1. Over-reliance on multimedia teaching

Some teachers think that to promote the modernization of education and reform of teaching model, computer-assisted instruction is an obligato tool. Thus, regardless of the actual need, teachers use computer from the beginning of the class to the end, they develop the traditional teaching model from “cramming education” to “cramming electronic” model. Educational psychologist considers that on the contrary, the overused computer-aided instruction in the class may distract the attention of students’, the

more unintended attention of the students the greater disruption in the process of teaching information transmission, this is of no use for the students to receive the information.

3.2.Ignore the Subjectivity of Students

Teachers play a leading role in teaching activities, but students are the main part of cognitive activities. Teaching process itself is a teaching environment for mutual interaction and influence between teachers and students, thus for the development of cognitive activities. Although, multimedia can provide a wealth of multimedia information and superior to the traditional teaching method in information transmission, it can not complete emotional teaching objectives or replace traditional teaching, multimedia teaching makes the class atmosphere dull, lack of emotion interaction and can not engage students learn autonomously, so teaching effectiveness can not be guaranteed.

3.3.Ignore the Details of the Course Content

The implementation of multimedia device can make the statement of knowledge more clear, imaginable and comprehensive; however, this can also lead the teachers to think that it is no necessary to add more explanations, examples and conclusions with the comprehensive, systematic and detailed information of the multimedia. In fact, definition, theorem, the calculation process of the problem, calculation method and technique can not be explicitly, vividly explained only by the multimedia courseware. Generally speaking, only presented the basic content of the lesson can not substitute the teacher for the specific content illustration. Through the courseware, students just have a general impression of the content without any deep understanding of the key, difficult points, there is on doubt that the ignorance of the courseware content and the specific explanation of the teacher will affect the teaching quality.

3.4.The Inversion of Teaching Objectives

To cater the interest of the students, many courseware pursuits the surface innovative and dynamic, there are excessive strong colors, pictures and animations designed to reflect the rich, powerful functions and various performance of the content. Students are excited with these vivid audio-visual courseware but the actual results may not be so satisfying. Through the diversity of the interface, students' perception can be stimulated and deepened psychologically, it appears regardless of primary and secondary, distracting and some screens even become a drag for teaching. These slick coursewares unknowingly take the joy of spirit as the ultimate goal of learning and affect the effectiveness of teaching in the end.

4.Improving Methods for Multimedia Teaching

4.1.Select Teaching Methods Accord to Teaching Content and Target

When making plans for teaching, teachers should start from the specific teaching content and targets, the implementation of multimedia should be arranged scientifically according to derivation writing, class discussion and experimental operation and other means alternatively, pay attention to the coherence and integration of different teaching methods, take good use of this modern multimedia teaching device.

4.2.Make excellent multimedia courseware

The diversity of production methods, using software tools of multimedia courseware makes the content layout organization varies form each other. Firstly, the textual representation of courseware content should

be appropriate so as to the amount of the content and the expression methods. Too many words will seriously affect the quality of courseware and the interests of students, this e-learning materials without deleting any content of the source text will not up to good teaching effect. When making courseware, the focal points, difficult points and key points should be highlighted in special color and script to show the difference, to strengthen the impact of visual effects to enhance the impression in the students' minds, thereby improve the teaching quality. Secondly, the using of proper graphic color in multimedia courseware as the traditional courseware, electronic courseware layout can be of its own features and lively with distinctive features of the teachers and characteristics of the course, but the layout colors should not be too diversified and so as for different selections, the color and brightness contrast should not be so intense.

4.3. Knowing Teaching Schedule Accurately

In the use of multimedia courseware for teaching activities, teachers must grasp the rhythm and time of the lecture. The playing speed of the courseware can be adjusted to the needs but it has to play as the same speed of the teachers basically, the continuous non-stop playing just release the content in a second without getting the students to know the content at the same rhythm, so that students can not study effectively. Even the elaborate, comprehensive and excellent courseware will come out just in the form of multimedia without any understanding of the content, if the playing speed or teaching rhythm and elaboration can not be arranged appropriately.

4.4. Combination of Multimedia Teaching with Traditional Teaching

Traditional teaching media refers to teaching board, wall charts, models, tape recorders, slide projectors, VCR and projectors and so on with their advantages. Traditional teaching medias are simple for operation, convenient with some special features, such as displaying of still-life, entity zooming and three-dimension displaying functions of slide projector, these are unsustainable functions of computer. At the same time, by using traditional teaching methods, communication between students can be easily strengthened and the initiative of students can also be improved. Therefore, teachers must combine the multimedia teaching method with traditional teaching methods to achieve better teaching effect.

4.5. Schools Should Increase the Investment in Multimedia Teaching

Schools should take efforts to improve both the hardware and software devices of multimedia, to establish well equipped multimedia classroom and libraries with comprehensive content of resources, courseware. Professional software developers can put every knowledge points of each content together to form a small independent courseware and made this courseware to form a product library, so teachers can pick out the courseware they need according to the actual situation from the sharing courseware library, thus enhance the efficiency and quality of the teaching. What's more, schools need to send specially-assigned persons to check and update the multimedia classrooms, equipments and courseware libraries regularly to ensure the maintenance and management of multimedia teaching.

5. Conclusion

In a word, computer multimedia teaching is a kind of teaching aids for higher education. Despite the rapid development of multimedia teaching, a large number of multimedia courseware and a variety of teaching model have been developed and applied with good results. But there are some flaws of the system in the process of the development and in use. That is-the learning of students are still passive and they can not answer questions in a deeper sense; they can not determine the cause of the wrong answers accurately. When using multimedia in teaching, we must exceed the disadvantages and seek advantages of it, try to

pursuit its integration point with traditional teaching method and learn from each other to achieve a better teaching result.

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